ABSTRACT

This study was designed to determine the relationship between work motivation and leadership styles in the ABAC School of Management, Assumption University. To answer the research objectives, demographic factors (age, education, work experience, gender, position in the University, primary responsibility and income), job satisfaction factors (task structure, formal authority system, work group, pay, recognition & support, and working conditions), and leadership styles were analyzed.

The study reviewed several areas of literature on job satisfaction, motivation and work performance. There were The Great-man Theory (Stogdill, 1974), The Trait Theories (Bass, 1990; Yukl, 1994), The Ohio State Studies (Kerr, et al, 1974), The University of Michigan Studies (Khan, 1956), and The Managerial Grid (Blake and Mouton, 1964). There were some Situational Theories taken from many writers such as Contingency Model of Leader Effectiveness (Evans, 1970), Situational Leadership Theory (Hersey and Blanchard, 1988), Fiedler (1967a), and The Path-Goal Theory (House, 1971). In terms of work motivation, the researcher focused on Maslow (1954), Alderfer (1969), Herzberg (1959), McCelland (1953), Adams (1965), and Vroom (1964).

The population for this study was composed of all full-time faculty employed in the eight majors of the ABAC School of Management. Questionnaire survey method was used to collect the data from the respondents. The survey was pre-tested for validity and reliability, using 40 lecturers from the Faculty of Business Arts.

From the findings, it is clear that there was a correlation among all dimensions of leadership styles, environmental factors, and work motivation. However there was no correlation between work motivation and leadership style when the effects of the
environmental factors were removed. The teaching aspect was the highest ranked work motivator from among factors considered important to the lecturers. A significant increase in salary was cited as the most important reason for lecturers to leave their present positions. The study revealed that lecturers had considered leaving their position in the past two years. These findings led to the recommendation that the school can create new programs for lecturer development and job satisfaction.